

Special Education Census Counts Calculated by SAIS Fiscal Year 2004/2005

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SPECIAL EDUCATION CENSUS REQUIREMENTS OVERVIEW

LEA's (Local Education Agencies) are required to submit the Special Education Census electronically. The instructions for the needs portion for electronic submission can be accessed on the Department of Education Website clicking on: <http://www.ade.az.gov/sais/needsreq/NeedsRequirements.doc>.

INTRODUCTION

The Special Education Census count has two purposes; to determine Federal funding eligibility and State add-on funding. The census count is of those students who entered and/or withdrew on or before the following dates.

December 1

1. FEDERAL FUNDING - The Student Count on December 1 is used to determine eligibility for Federal Part B IDEA entitlement dollars distributed to the state and allocated to the districts. This count requires reporting of all students who are receiving special education services on December 1 of the current school year. If a student withdraws before December 1 that child will not be eligible for federal funding. **Accuracy is vital.**
2. STATE ADD-ON FUNDING - The Add-on weight (previously known as 'Group B') is calculated for the 40th day with an "as of" date of October 30. The 40th day count may be used in the calculation for an advance of growth monies. **(Charter Schools are not eligible for growth monies).** If a student withdraws before December 1, he/she will be counted up to his/her withdrawal date.

February 1

1. This date is used to calculate the 100th day Add-on weight for state funding. At this time, all corrections to the Special Education Census **should be completed.**

Students who are receiving special education services should be sent to SAIS using the appropriate transactions. In the event that a student enrolled in special education is found to have an expired Individual Education Plan (IEP) or evaluation but continues to receive services as specified on the expired IEP, the student may still be counted on the census for federal and state funding. However, these are significant violations and should be corrected immediately. Any questions about the eligibility of a student to be placed on the Special Education Census should be directed to the Special Education Director of the district/charter school. The data submitted to the Department of Education must come from the student's files.

ELIGIBLE CATEGORY LIST

Once a student has been evaluated, the Multidisciplinary Evaluation Team determines the category(s) under which the student is eligible to receive services. The IEP team determines where the student will receive those services and the service type. It is possible for a student to be eligible to receive special education services in more than one category. If this is the case, all information needs to be included for all eligible categories on the SAIS submission. All needs should be submitted with the same service type. The valid categories are as follows:

A	Autism	OI	Orthopedic Impairment
ED	Emotional Disability	SLD	Specific Learning Disability
EDP	Emotional Disability (Separate Facility, Private School)	SLI	Speech/Language Impairment
HI	Hearing Impairment	SMR	Severe Mental Retardation
MD	Multiple Disabilities	TBI	Traumatic Brain Injury
MDSSI	Multiple Disabilities Severe Sensory Impairment	VI	Visual Impairment
MIMR	Mild Mental Retardation	PSD	Preschool Severe Delayed (Charter Schools Not Eligible)
MOMR	Moderate Mental Retardation	PMD	Preschool Moderate Delayed (Charter Schools Not Eligible)
OHI	Other Health Impairment	PSL	Preschool Speech Language Delayed (Charter Schools Not Eligible)

Note: PMD, PSL and TBI do not generate state add-on funding.

Traumatic Brain Injured (TBI)

Students with TBI should be submitted to SAIS. In addition to the TBI entry, a separate entry showing the category that describes the service the student with TBI is receiving will insure the district receives both federal and state funds.

CRITERIA FOR STUDENTS WHO ARE CLASSIFIED AS MD AND MDSSI

Per ARS §15-761

MD requires the following categories to co-exist:

- Two or more of the following: HI, MOMR, OI, VI

OR

- One of the above and one of the following: ED, EDP, MIMR, SLD

Subject to other existing rules and providing that this rule is met, any other category may co-exist with MD.

MDSSI requires the following categories to co-exist:

- HI and VI

OR

- HI or VI and one of the following: A, EDP, MOMR, OI, SMR

Subject to other existing rules and providing that this rule is met, any other category may co-exist with MDSSI.

The following categories cannot be submitted concurrently for any student:

ED and EDP

A and ED and/or EDP

MD and MDSSI

MIMR and/or MOMR and/or SMR

During the 2004-2005 school year, preschool age students must have a birthday, which falls between 12/2/99 and 12/1/01 to be eligible for federal eligibility funding.

For state add-on funding, preschool age students must have a birthday, which falls between 9/1/99 and 12/1/02.

SPED Ages

ARS §15-901 (A.2.b.i.)

Preschool

Minimum Age for Admission – 3 years of age by entry date

Special Underage Admission – entry date is within 90 days of 3rd birthday and need is HI, VI, PSD, PMD, or PSL

Maximum Age for Admission – has not reached kindergarten age.

Kindergarten

Minimum Age for Admission – 5 years of age by September 1

Special Underage Admission – 5 years of age prior to January 1

Maximum Age for Admission – none.

1st to 12th Grades

Minimum Age for Admission – 6 years of age by September 1

Special Underage Admission – 6 years of age prior to January 1

Maximum Age for Admission – last day of 21st year

Ungraded Elementary

Minimum Age for Admission – 5 years of age by September 1

Maximum Age for Admission – last day of 21st year

Ungraded Secondary

Maximum Age for Admission – last day of 21st year

Entry Date

This is the date the student began receiving special education services for the current school year. The entry date is the first day of school or the date of initiation of services for students receiving special education services. **The entry date cannot be before July 1** of the current school year and the **cut-off date** for entering a student for state funding is **February 1st**. **However, students entering after February 1st may be entered on SAIS but, will not reflect on student detail or student count reports.**

Withdrawal Date

The withdrawal date is the last date the student received special education services at this location. If a student is leaving this school to attend another school, whether it is in another district or is in the same district, the student should be withdrawn and re-entered. **If the withdrawal date occurs after February 1st of the current school year, it may be entered on SAIS but will not reflect on student detail or student count reports.**

District of Residence (DOR)

For computation purposes, the District of Residence (DOR) is defined as the fundable district. The DOR may be the same as the District of Attendance (DOA).

Type of Service Codes

Grade	Service Code	Description	State Funding Eligible	Federal Only: Resourced or Self-Contained	Federal Funding Eligible
all but PS	A	Outside Regular Class less than 21% of the day. This may include children placed in: regular class with special education/related services provided within regular classes; regular class with special education/related services provided outside the regular classes; regular class with special education services provided in resource rooms; or children with group B disabilities receiving ancillary services only.	yes	Resourced	yes
all but PS	B	Outside Regular Class for at least 21% but not more than 60% of the day. This may include children placed in: resource rooms with special education/related services provided within the resource room; or resource rooms with part-time instruction in a regular class.	yes	Resourced	yes
all but PS	C	Outside Regular Class for more than 60% of the day. This may include children placed in: self-contained special classrooms with part-time instruction in a regular class; or self-contained special classrooms with full-time special education instruction on a regular school campus.	yes	S-C	yes
all but PS	D	Public Separate Day School for greater than 50% of the school day. This may include children placed in: public day schools for students with disabilities; or public day schools for students with disabilities for a portion of the school day (greater than 50%) and in regular school buildings for the remainder of the school day.	yes	S-C	yes
all but PS	E	Private Separate Day School at public expense for greater than 50% of the school day. This may include children placed in: private day schools for students with disabilities; private day schools for students with disabilities for a portion of the school day (greater than 50%) and in regular school buildings for the remainder of the school day; or private residential facilities if the student does NOT LIVE at the facility.	yes	S-C	yes
all but PS	F	Public Institutional Facility for greater than 50% of the school day. Receives education programs and lives in the public residential facilities during the week. This may include children placed in: public residential schools for students with disabilities; or public residential schools for students with disabilities for a portion of the school day (greater than 50%) and in separate day schools or regular school buildings for the remainder of the school day.	no	S-C	yes

Type of Service Codes (Continued)

Grade	Service Code	Description	State Funding Eligible	Federal Only: Resourced or Self-Contained	Federal Funding Eligible
all but PS	G	Private Residential Facility at public expense for greater than 50% of the school day - not on educational voucher. Receives education programs and lives in private residential facilities during the week. This may include children placed in: private residential schools for students with disabilities; or private residential schools for students with disabilities for a portion of the school day (greater than 50%) and in separate day schools or regular school buildings for the remainder of the school day.	yes	S-C	yes
all but PS	H	Home based/homebound/hospital program. Receives education programs in home based/homebound/hospital environment that includes children with disabilities placed in and receiving special education and related services in: hospital programs; homebound or home based programs.	yes	Resourced	yes
all but PS	I	Services provided in a regular classroom. The only disability categories that can be reported here are MD, A, SMR, and OI.	yes	S-C	yes
all but PS	J	Private School placement, enrolled by parent(s). There is no entitlement to special education and related services. However, PEA must expend proportionate amount of federal funding on students in this type of private placement. This also includes children who are home schooled.	no	Resourced	yes
all but PS	S	Regular Class with Supplemental Aids/Services. All time is spent in the regular classroom and there must be direct special education services provided. This may include, but is not limited to, Assistive Technology services and one-on-one aides.	yes	Resourced	yes
all but PS	V	Private Residential Facility at public expense for greater than 50% of the school day - on educational voucher. Receives education programs and lives in private residential facilities during the week. This may include children placed in: private residential schools for students with disabilities; or private residential schools for students with disabilities for a portion of the school day (greater than 50%) and in separate day schools or regular school buildings for the remainder of the school day.	no	S-C	yes

Note: Voucher students receiving services at The Arizona School for the Deaf and Blind (ASDB), the Cooperative programs of ASDB, and The Phoenix Day School for the Deaf (PDSD) will be reported by these institutions. These institutions will not be required to report a district of residence on the Special Education Census, and they may now utilize all service types that are appropriate for their students.

PRESCHOOL INFORMATION

Note: Preschool Information Does Not Apply to Charter Schools

Only the following categories can be used for preschool students with disabilities.

Abbreviation	Definition
PSD	Preschool Severe Delay
PMD	Preschool Moderate Delay
PSL	Preschool Speech Delay
VI	Visual impairment.
HI	Hearing impairment.

Only the combinations of categories may be used for preschool aged students:

PSD	PSD and VI	PSD and HI	PSD and VI and HI
PMD	PMD and VI	PMD and HI	PMD and VI and HI
PSL	PSL and VI	PSL and HI	PSL and VI and HI
	VI		VI and HI
	HI		HI and VI

Codes for Preschool Students

Use the following service type codes for Preschool students:

Grade	Service Code	Description	State Funding Eligible	Federal Only: Resourced or Self-Contained	Federal Funding Eligible
PS	A	Early Childhood Setting. All (100%) of special education and related services in educational programs designed primarily for children without disabilities. No special education or related services are provided in separate special education settings. This may include, but is not limited to special education and related services provided in: regular kindergarten classes; public or private preschools; Head Start centers; child care facilities; preschool classes offered to an eligible pre-kindergarten population by the public school system; home/early childhood combinations; home/Head Start combinations ; and other combinations of early childhood settings.	yes	Resourced	yes
PS	B	Part-time Early Childhood/Part-time Special Education. Receives special education and related services in multiple settings, such that: (1) special education and related services are provided at home or in educational programs designed primarily for children <i>without</i> disabilities, and (2) special education and related services are provided in programs designed primarily for children <i>with</i> disabilities. This may include, but is not limited to special education and related services provided in: home/early childhood special education combinations; Head Start, child care, nursery school facilities or other community-based settings and outside of the regular class combinations; separate school/early childhood combinations; and residential facility/early childhood combinations.	yes	Resourced	yes
PS	C	Early Childhood Special Education Setting. All (100%) of special education and related services in educational programs designed primarily for children with disabilities housed in regular school buildings or other community-based settings. No special education or related services are provided in early childhood settings. This may include, but is not limited to special education and related services provided in: special education classrooms in regular school buildings; special education classrooms in child care facilities, hospital facilities on an outpatient basis, or other community-based settings; and special education classrooms in trailers or portables outside of regular school buildings.	yes	S-C	yes
PS	D	Public Separate Day School for greater than 50% of the school day. Receives all special education and related services in education programs in public day schools designed specifically for children with disabilities.	yes	S-C	yes
PS	E	Private Separate Day School at public expense for greater than 50% of the school day. Receives all special education and related services in education programs in private day schools designed specifically for children with disabilities.	yes	S-C	yes
PS	F	Public Residential Facility for greater than 50% of the school day. Receives all special education and related services in publicly operated residential schools on an inpatient basis.	no	S-C	yes
PS	G	Private Residential Facility at public expense for greater than 50% of the school day. Not on permanent voucher. Receives all special education and related services in privately operated residential schools on an inpatient basis.	yes	S-C	yes

Codes for Preschool Students (Continued)

Grade	Service Code	Description	State Funding Eligible	Federal Only: Resourced or Self-Contained	Federal Funding Eligible
PS	H	Home at least 360 minutes per week. Receives all special education and related services in the principal residence of the child's family or caregivers.	yes	Resourced	yes
PS	J	Private School placement, enrolled by parent(s). There is no entitlement to special education and related services. However, PEA must expend proportionate amount of federal funding on students in this type of private placement. This also includes children who are home schooled.	no	Resourced	yes
PS	R	Reverse Mainstream Setting. Receives all special education and related services in educational programs designed primarily for children with disabilities but that include 50% or more children without disabilities.	yes	Resourced	yes
PS	S	Services at any other location for less than 360 minutes per week. Receives all special education and related services at a school, hospital facility on an outpatient basis, or other location for a short period. These services may be provided individually or to a small group of children. This may include, but is not limited to speech instruction up to 3/6 hours per week in a school, hospital, or other community-based setting.	no	Resourced	yes
PS	V	Private Residential Facility at public expense for greater than 50% of the school day. On permanent voucher. Receives all special education and related services in privately operated residential schools on an inpatient basis.	no	S-C	yes

CERTIFICATE OF EDUCATIONAL CONVENIENCE

(CEC) (Charter Schools Not Eligible)

CEC A

ARS §15-825 (A)

- Students who are precluded by distance or lack of adequate transportation from attending a school within their own district.
- Students attending your district from unorganized territories.

These students are reported on your Special Education Census simply by placing an **"A"** in the column marked "CEC A/B".

CEC B

ARS §15-825 (B)

Students who reside in:

1. a state rehabilitation or corrective institution;
2. a foster home or child care agency or institution which is licensed and supervised by the Department of Economic Security or Department of Health Services;
3. a residential facility operated or supported by the Department of Economic Security or Department of Health Services;
4. Under the supervision of the Department of Juvenile Corrections in a residence pursuant to the interstate compact on juveniles.

These students are reported on your Special Education Census simply by placing a **"B"** in the column marked "CEC A/B".

Be sure to check with your attendance official or business manager to determine the status of a particular student regarding a CEC. A student who is a CEC A or B will have a certificate that is issued by a County School Superintendent. If your district does not have a certificate, they can not be reported on the Special Education Census as a CEC student.

SPED REPORTS

When your data has been submitted, you will be able to view the following reports on the ADE Website at www.ade.az.gov/schoolfinance/districts. It is to the schools advantage to verify the accuracy of the reports submitted to ADE. Late corrections could jeopardize your monthly equalization payments. All corrections need to be submitted by the end of each month in order to be included in the following month payment.

The following reports will be posted to your web page:

SPED02-1: The "Edit update" indicates which records were added, rejected, changed or deleted. Rejected records need to be corrected and re-submitted via the common logon.

SPED04: This report is a master file for all students reported on Special Education Census by district of residence and district of attendance. This report reflects all students with all the disabilities reported on the Census.

SPED28: Student Counts for Use in Budget Preparation. This report includes unduplicated ADM counts by categories that are eligible for State Aid add-on only. The report is posted on the website, one column for the 40th counts with an as of date of October 30th and one for the 100th day with as of date of January 31st counts for Special Education add-ons.

The following reports will be posted on request only:

SPED16: This report has ADM counts for resident State Aid only. The report includes by disability the ADM count by month. The year to date (YTD) totals in October will be used for the 40th day and the January total will be used for the 100th day and will be summarized on the SPED28 report.

SPED22: This report is a birthday exception listing. This report will indicate students who are on the master file with the same birth date and different student numbers. This report should be used to remove duplicates students.

SPED08: This report includes the number of students by category/Age/Sex on a control date of 12/01/FY or on 02/01/FY unduplicated by residence. This report is mainly used for reporting a count to the Federal Government for federal funding. This report will reflect an unduplicated head count of all students reported on the Census.

SPED06: This report includes Category/Type/Provider/Level by district of Residence. If a student is on the master file in more than one category, only the record with the highest weighted category will be shown.

SPED10: This report includes Students by Category/Ethnic/Sex by Residence.

The SPED06 and the SPED10 reports are usually needed when applying for some grants.

CATEGORY AND WEIGHTS

ARS §15-943

MDSSI Multiple Disabilities Severe Sensory Impairment	6.531
OI (Self-Contained) Orthopedic Impairment	5.576
MD, A, SMR (Self-Contained) Multiple Disability, Autism, Severe Mental Retardation	5.833
VI Visual Impairment	4.806
MOMR Moderate Mental Retardation	4.421
MD, A, SMR (Resource) Multiple Disability, Autism, Severe Mental Retardation	6.024
EDP Emotional Disability Separate Facility, Private school	4.647
OI (Resource) Orthopedic Impairment	3.158
HI Hearing Impairment	4.771
ED, MIMR, SLD, SLI, OHI Emotional Disability, Mild Mental Retardation, Specific Learning Disability, Speech/Language Impairment, Other Health Impairment	0.003
PSD (Preschool-Severe Delay)	3.595

*PSL, PMD AND TBI ARE NOT INCLUDED IN THE ABOVE LIST. THOSE CATEGORIES ARE ONLY ELIGIBLE FOR FEDERAL FUNDING THEY DO NOT GENERATE AN ADD-ON COUNT FOR STATE FUNDING.

CALCULATING 100TH DAY ADD-ON ADM FOR SPECIAL EDUCATION STUDENTS

Each student on the Special Education Census that is eligible for State Aid has an "Add-on" Average Daily Membership (ADM) calculated. The person responsible for your Budget uses the Add-on ADM for budget preparation. The Add-on ADM is calculated using the Entry Date and Withdrawal Date (or Reclassification Date).

For the December census, we calculate a **40th day Add-on ADM** for use in budget preparation. The calculation is done the same way, but there are eight count periods from September 8th to October 30th. **Each period is equal to .125**, so if a student is there for all 8 periods, $8 \times .125 = 1.000$. If a student is there for anything less than eight of the 8 periods, he will be less than a 1.000.

For the Add-on ADM calculation, there are 20 periods of 5 days each between September 8th and January 28th. The first period ends on September 8th, the next three periods for the month end on the 14th, 21st and 28th. The next 16 periods fall on the same days, but are in October, November, December and January. For each of the 20 periods that the student is enrolled, he earns a .05 ADM. If the student is on the Special Education Census for all 20 periods, the ADMS will be 1.000 ($20 \times .05 = 1.000$). If a student is entered on the Special Education Census after September 8th or is withdrawn before January 28th, the Add-on ADM will be something less than 1.000.

The following charts are helpful in determining the Add-on ADM for a student on the census.

Example: Johnny, who has a current evaluation, IEP and initial placement statement, was enrolled in the special education program on August 21, 2000. He remained in school for the entire year.

The question we ask is, "was he here on each of these dates?"

	8	14	21	28
September	yes	yes	yes	yes
October	yes	yes	yes	yes
November	yes	yes	yes	yes
December	yes	yes	yes	yes
January	yes	yes	yes	yes

The answer was yes in all 20 boxes; he was enrolled 20 out of 20 periods and should have an Add-on ADM of 1.000 ($20 \times .05 = 1.000$).

If Johnny had entered the program on September 9th, his grid would look like this:

	8	14	21	28
September	no	yes	yes	yes
October	yes	yes	yes	yes
November	yes	yes	yes	yes
December	yes	yes	yes	yes
January	yes	yes	yes	yes

The answer was yes in 19 boxes; he was enrolled 19 out of 20 periods and should have an Add-on ADM of .950 ($19 \times .05$).

If Johnny had entered the program before September 8th but withdrew or was reclassified on November 15th, his grid would look like this:

	8	14	21	28
September	yes	yes	yes	yes
October	yes	yes	yes	yes
November	yes	yes	no	no
December	no	no	no	no
January	no	no	no	no

His Add-on ADM would .500. He was there for 10 of the 20 periods ($10 \times .05 = .500$).

Remember, a student must be on the census in all the categories he is receiving services for, but is paid for in the highest paying category only. The students must be receiving services in a type of service that is eligible for state-aid. A student who is receiving a type of service that is eligible for federal funds only will not be included in ADM counts.